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Water Cycle Lesson Plan

Objectives / Learning Targets:

* I can explain how rain forms in a cloud.

Vocabulary

* Evaporation
* Condensation
* Precipitation

Materials

* Shaving Cream
* Food Coloring
* Water
* Jar / Clear Plastic Cup
* Droppers

Engage/Set the Purpose:

* Last week in science we learned about the water cycle. This week we are going to take a closer look at the water cycle.
* I remind students that water evaporates *into clouds.  The clouds cause precipitation (sometimes as rain) and this water falls back to the earth’s surface, ready to start the cycle again.*

Read Aloud: Rain By Marion Dane Bauer

* Stop and emphasize that part about how rain forms in the cloud.

Experiment:

* I explain that the darker grey clouds were, the heavier with water droplets or rain. The food coloring will represent rain. The rain drops or (food coloring) will break free and begin falling to the ground, that’s what we will see in our experiment.
* When we add the food coloring to the Shaving cream. We will add a few drops of blue food coloring to the shaving cream. The weight of the food coloring will start to push through the shaving cream and fall down through the water that’s in the glass!

\*\*Before the experiment starts, I would have prepared the food coloring mixed with water.

I do: (Model)

* Fill the cup with water. Put shaving cream on top for a cloud.
  + I warn students that if they put too much shaving cream that it will take a long time for their “rain” to come down.
* Demonstrate how to use my dropper to add food coloring to the shaving cream.
* Students watch as the food coloring drops into the water.

We do:

* Now students will practice using the droppers. I will remind them that they only need a few drops at first and then stop to observe the drops falling.
* Students will take turns coming to the front of the classroom to add drops of food coloring to my clouds.

You Do:

* Students will go back to their group.
* Each table will share food coloring and one can of shaving cream.
* Once student have all their supplies, the will fill their droppers with food coloring and squeeze it onto their cloud.
* After 20 minutes, I will have students stop and draw what they saw in stages.

Wrap-Up

* Students will share their writing and explain in their own words how rain forms in clouds.

**Supporting All Learners**

* Create a Encourage students who are ready to use letters and words. Label pictures for those students who need it.
* <https://www.youtube.com/watch?v=zBnKgwnn7i4>
* Books for higher level students. – A drop of water by Walter Wick

**Assignments**

1. Pre- and post-writing/drawing samples.

**Evaluation**

1. Did the students understand how rain form?
2. Look at student writing. What observations did the make about their rain clouds?
3. Were the students able to recall the forms of water?
4. How might I do this lesson differently next time?

**Assess Students**

* Evaluate the pre-and post-writing/drawing samples to see if students gained knowledge about rain formation.
* Students are able to write and draw to explain how rain forms in a cloud.





